



MODULE 08: PARTICIPATION AND DECISION-MAKING

M▲PChIPP

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OF THE EUROPEAN UNION



PROGRAMME

- ▶ **What?**

What are the steps towards child and parent participation in decision-making?

- ▶ **Why?**

What does scientific evidence say about child and parent participation in decision-making?

- ▶ **How?**

What interviewing techniques can you use to help children and parents participate in decision-making?

EXERCISE: HOW DO I MAKE DECISIONS?

Reflect on the way you make decisions

Indicate, on a 10-point scale, how you make decisions regarding the items mentioned below:

decision-making with parents

0-----10

not involving parents

cooperation with parents

decision-making with children

0-----10

not involving children

cooperation with children

Reflect on your score

WHY: EVIDENCE ON CHILD AND PARENT PARTICIPATION

- ▶ **Positive effects of cooperation/participation**
 - Less early dropout
 - More active involvement during treatment
 - Positive treatment results

- ▶ **Negative effects of pressure and coercion**
 - Dropout
 - Resistance (actively or passively)
 - No results of the treatment

HOW: SHARED DECISION-MAKING

Ask questions

- ▶ What are parents and child(ren) worrying about?
- ▶ What is important to them?
- ▶ What do they wish to change?

Explain

- ▶ What are the worries of the professional concerning the family?
- ▶ What are the consequences of specific parental behaviours on the safety and development of the child(ren)?
- ▶ What are possible solutions and how can these improve the situation of parents and children?

STEPS IN SHARED DECISION MAKING

1. What is the problem?

- ▶ Discuss the situation and the choices for future actions you are going to make together
- ▶ Discuss with parents and children their wishes and goals

2. What are options for possible solutions?

- ▶ Discuss options, write them down

3. What are the pros and cons?

- ▶ Question and discuss with parents and children
- ▶ Share what evidence-based knowledge you have

STEPS IN SHARED DECISION MAKING (CONTINUED)

4. Question and discuss values, expectations, preferences

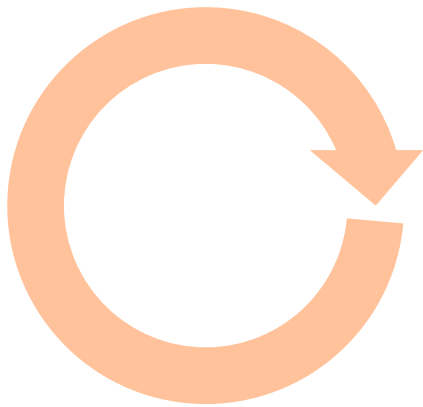
- ▶ Question and discuss what is most important for parents and child(ren)

5. Make the decision together

- ▶ Ask parents and child(ren) to mention their preference
- ▶ Share your advice
- ▶ Make a choice together

SEVEN STAGES IN ASSESSMENT, ANALYSIS AND PLANNING INTERVENTIONS

cf. Bentovim, Cox, Bingley Miller, Pizzey & Tapp (2014)



- ▶ Stage 1: initial recognition and referring
- ▶ Stage 2: gathering information
- ▶ Stage 3: organising the information available
- ▶ Stage 4: analysing patterns of harm and protection
- ▶ Stage 5: predicting the likely outlook for the child
- ▶ Stage 6: developing a plan of intervention
- ▶ Stage 7: identifying outcomes and measures for intervention

POSSIBILITIES FOR PARTICIPATION AT EACH STAGE

- Stage 1:** Ask all participants to share their concerns about immediate safety and the necessity of initial safeguarding
- Stage 2:** Discuss with family members and professionals the concerns and strengths of the child's developmental needs, parenting capacity and family / environmental factors
- Stage 3:** Organise together the information using the Assessment Framework
- Stage 4:** Analyse together the patterns of harm and protection
- Stage 5:** Analyse together the (possible) harm and impairment of development, risks of re-abuse and future harm and the prospects of successful intervention
- Stage 6:** Develop a plan together
- Stage 7:** Identify together outcomes and measures for intervention

EXERCISE: PRACTICE WITH A CASE (I)

- ▶ Experience the usefulness of shared decision-making (7 steps model).
- ▶ Form groups of three: one is a parent, one the professional and one the observer. Rotate these roles.
- ▶ Read the case
- ▶ Discuss afterwards what you experienced as a parent, professional and observer. What did you notice? What questions do you have?

HOW: INTERVIEWING TECHNIQUES

- ▶ Shared decision-making
- ▶ Motivational interviewing
- ▶ Solution-focused interviewing

HOW: SOLUTION-FOCUSED INTERVIEWING

- ▶ Looking at previous solutions
- ▶ Looking for exceptions
- ▶ Present and future focused questions
- ▶ Compliments
- ▶ Inviting the clients to do more of what works
- ▶ Miracle question
- ▶ Scaling questions
- ▶ Coping questions

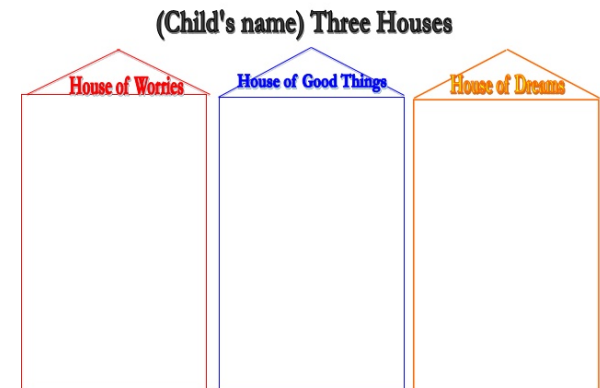
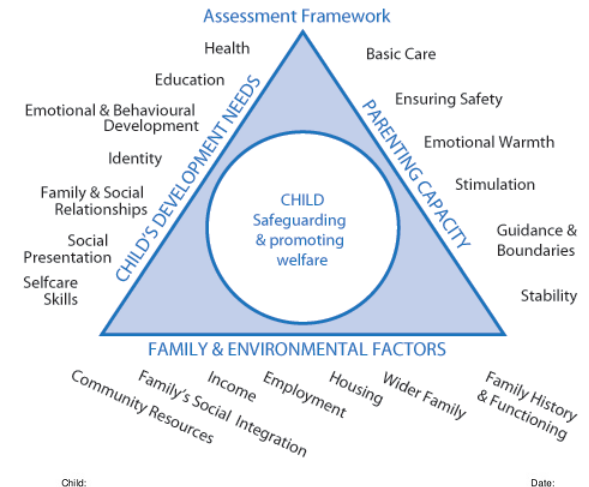
TOOLS

For use with parents

- ▶ Assessment framework (triangle)
- ▶ Flipover: worries, strengths, what needs to happen (Signs of Safety method)

For use with children

- ▶ Three houses (Signs of Safety method)



EXERCISE: PRACTICE WITH A CASE (II)

- ▶ Try to experience with motivational interviewing / solution focused techniques in shared decision-making (7 steps model).
- ▶ Continue with groups of three: one is the parent, one the professional and one the observer. Rotate these roles.
- ▶ Discuss afterwards what you experienced as a parent, professional and observer. What did you notice? What questions do you have?

ENGAGEMENT AND POSITIONING IN COMPULSORY CARE

- ▶ Alternate between engagement and positioning

Positioning of:

- ▶ the what, how and why of the child protection measure
 - ▶ the interest of the child
 - ▶ authority and duties of the child protection professional
 - ▶ the way of cooperation with parents
-
- ▶ Pro-active and re-active

ENGAGEMENT AND POSITIONING: SWITCH!

ENGAGEMENT

- ▶ I will try to help you
- ▶ I will listen to your vision and wishes
- ▶ Service and support
- ▶ SMART-goals
- ▶ Acceptance

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POSITIONING

- ▶ Emphasize the interest of the child (safety and development)
- ▶ Supervision
- ▶ I will comply with your wishes if they are in the interest of the child
- ▶ Demands and consequences
- ▶ Transparency

EXERCISE: PRACTICE WITH A CASE (III)

- ▶ Try to experience shared decision-making (7 steps model) in compulsory care (switch between engagement and positioning).
- ▶ Continue in groups of three: one is the parent, one the professional and one the observer. Rotate these roles.
- ▶ Discuss afterwards what you experienced as a parent, professional and observer. What did you notice? What questions do you have?

WRAP UP, EVALUATION AND REFLECTION

- ▶ What is your most important insight after today's work?
- ▶ What elements are you going to use in your practice?
- ▶ What are you going to tell to your colleagues / managers tomorrow about what you learned today?
- ▶ In which situations can you implement the today's content in the time to come?

COLOPHON

- ▶ The training material at hand was developed as part of the project **Multi-disciplinary Assessment and Participation in Child Protection Proceedings: training program with modules and toolbox, international network (MAPChiPP)**.
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